

Additional Day of Professional Development

Time is a precious resource for implementing quality professional development. In 2005 the Iowa General Assembly passed HF 816 to add an additional day of professional development to the school calendar for the purposes of increasing teacher compensation and adding time for quality professional development. Earlier legislation (Teacher Quality Act 2001) described the elements of quality professional development and established the requirements for the District Career Development Plan. For a district to fully implement their District Career Development Plan and accomplish the desired increases in student learning, adequate time is essential. Listed below are some suggestions for how local districts can make the most out of the added day of professional development.

1. **Provide adequate time for intensive, focused professional development.** Teachers should be engaged in professional development that is focused on instruction. In order to improve instructional practices, teachers need to engage in professional learning opportunities that are meaningful and robust. Professional learning opportunities should include detailed rationale and theory about the instructional practices being studied. Presentation of theory occurs in a variety of workshop formats and includes multiple demonstrations of the strategy plus opportunities for teachers to practice using the instructional strategy.
2. **Distribute time for professional development throughout the school year.** Teachers need time to apply what they are learning and to receive additional training as their skills develop. Training events and workplace supports should occur frequently during the school year. Most districts in Iowa combine full professional development days with early release days, late start days, faculty meetings, common planning times, and other options to provide time for teacher learning.
3. **Build collaboration** with opportunities for teachers to work together on a regular basis. The professional development initiative should be part of the day-to-day work of teaching. Professional development days should be used to provide adequate time for workshop experiences and workplace supports. Well designed professional development provides teachers with scheduled opportunities to apply what they are learning by planning lessons together, rehearsing newly learned skills, and observing others. Collaborative team meetings should be carefully organized and include written agendas and minutes.
4. Include the **collection, analysis and discussion of data** as an essential component of staff development. Time must be allocated on a frequent and regular basis to work with student data and teacher implementation data related to the content of professional development. Teachers need time to work with formative data as well as summative data. When student need is driving the plan and design of staff development, time to work with data is essential.
5. **Stick with it.** High quality professional development is sustained over time. An initiative is designed to last until data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met.

If teachers have opportunities to learn new content and implement it in their classrooms, the investment in professional development will pay off in increased student learning.

HF 816 Student Achievement and Teacher Quality Program

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On Monday, June 6, 2005, Governor Vilsack signed HF 816 that included funding for, and changes to, the Student Achievement and Teacher Quality Program. The purpose of this document is to provide information about changes in the requirements for participation in the Teacher Quality Program as well as additional funding that was provided through HF 816.

A. Changes in requirements for participation in the Teacher Quality Program. In order to be eligible to receive funds appropriated for any portion of the Teacher Quality Program (including Beginning Teacher Mentoring and Induction, basic Teacher Quality compensation and the two new funding allocations in HF 816), school districts must meet certain requirements. While most of these requirements have not changed since the Teacher Quality Program was first instituted, there is one substantive change. School districts must add the equivalent of one additional teacher contract day for the purpose of professional development. Iowa Code 284.4, subsection 1, paragraph c, now states, in part:

A school district is eligible to receive moneys appropriated for purposes specified in this chapter if [the school board]... c. Provide, beginning in the fifth year of participation, the equivalent of **one** additional contract day outside of instruction time, than was provided in the school year preceding the first year of participation, to provide additional time for teacher career development that aligns with student learning and teacher development needs, including the integration of technology into curriculum development, in order to achieve attendance center and district-wide student achievement goals outlined in the district comprehensive school improvement plan....” (emphasis added)

Question 1: Will the school board be required to hold a public hearing if they need to revise their 2005-06 school calendar to add the equivalent of one additional contract day for professional development to the school calendar?

Answer: No. School districts intending to begin student attendance prior to the week of September 1 (per requirements of Iowa Code 279.10) have already filed for the Early Start Waiver Request that was due June 15, 2005. Public hearings to meet the Code requirements of 279.10 have already been held or are in progress. As a best practice measure, districts will complete the calendar details locally and are strongly urged to communicate those changes with their public.

Question 2: What “counts” as an additional professional development day?

Answer: The equivalent of one day should provide for alignment with the Iowa Teaching Standards; career development needs of teachers (District and Individual Teacher Career Development Plans); research-based instructional strategies; alignment with the Comprehensive School Improvement Plan student achievement goals; analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching; and improvement in instructional practice and effect on student learning. This would NOT include

items such as mandatory trainings, parent-teacher conference days, teachers preparing in their classrooms, staff orientations, or time spent preparing grades/report cards/lesson plans.

Question 3: In planning for the equivalent of one additional contract day, does each of our attendance centers have to add the equivalent day in the same manner?

Answer: No. The equivalent of an additional contract day may be implemented in different ways in different buildings according to its needs. For example, an elementary building may choose to add contract hours every other month while the high school may add one half contract day twice during the year. However, all teachers must have the equivalent of an additional contract day added.

- B. Additional compensation for the equivalent of one additional professional development day.** HF 816 allocated up to \$10 million to the Department for use by school districts to add the equivalent of one additional contract day to the school calendar. The amount to be distributed to each district may be found at <http://www.state.ia.us/educate/fis/sft/alloc/index.html>. The amount listed for your district was based upon the average per diem teacher contract salary for your district (not including extracurricular activities) plus a per diem FICA and IPERS of 13.4 percent times 4 percent allowable growth. The actual district figure listed was calculated based upon the number of full-time equivalent teachers in the district per the fall 2004 certified teacher count. The purpose of this funding is to provide the equivalent of one additional teacher contract day to the school calendar for professional development (see the answer to question #3 above).

Question 4: Who is eligible to receive funding under this provision?

Answer: “Teachers” employed by school districts and AEAs are eligible. A “teacher” is an individual holding a practitioner’s license (per Iowa Code Chapter 272), employed in a non-administrative position as a teacher, librarian, media specialist, preschool teacher or counselor by a school district or AEA. These same individuals are eligible for basic Teacher Quality compensation funds.

Question 5: How are the funds to be divided among the teachers?

Answer: Eligible teachers should receive pay for the added professional development day based upon their per diem contract salary or as specified in the district’s collective bargaining agreement (not including extracurricular activity pay – see paragraph B above).

Question 6: Are there specific account coding numbers that will need to be used for revenue and expenditures?

Answer: Source and project numbers have been assigned and can be found in the Uniform Financial Accounting Manual on the Department’s website at <http://www.state.ia.us/educate/fis/sft/ufa/index.html>

- C. Additional compensation for teacher salaries and/or professional development.** HF 816 allocated up to \$6.625 million to the Department for use by school districts for either salaries, professional development, or both, as determined by the school district. The amount to be distributed to your district may be found at <http://www.state.ia.us/educate/fis/sft/alloc/index.html>. The amount listed for your district is based upon the same allocation formula as the existing basic Teacher Quality compensation funding in Iowa Code 284.13 paragraph f: (1) Fifty percent of the allocation

is based upon basic enrollment of the district; (2) Fifty percent of the allocation is based upon the number of FTE teachers employed in the district.

Question 7: What are the allowable expenditures for these funds?

Answer: These funds are to be used only for either teacher salaries (see the answer in #4 for definition of “teacher”) or teacher professional development, or both, as determined by the school district. (See the answer in #2 for the definition of what constitutes “professional development.”)

Question 8: Who determines whether the funds allocated are used for salaries, professional development or both?

Answer: The decision is made locally. If the employees of a district/AEA eligible for these funds are organized under Iowa Administrative Code Chapter 20 (collective bargaining), the board and certified bargaining representatives shall mutually agree upon the use and distribution of the funds (see the answer in #7 for allowable expenditures of the funds). If the board and bargaining representatives do not reach agreement by July 15 (or by another mutually agreed upon date), then the board shall divide the funds among the eligible teachers for salaries. Teachers employed on a less than full-time basis shall receive a prorated amount.

Question 9: May the funds in paragraph C be used to supplement the funding for the equivalent of one additional professional development day if the allocation of funds provided through paragraph B is insufficient?

Answer: Yes, by mutual agreement.

Question 10: Are these funds considered to be in addition to the existing basic Teacher Quality compensation funds?

Answer: Yes. These funds are in addition to the existing basic Teacher Quality compensation funds. They will be reported separately from existing funds.

Question 11: Are “teachers” employed by an AEA eligible for these funds?

Answer: “Classroom teachers” employed by an AEA are eligible for funding.

Question 12: What about the minimum salary requirements?

Answer: This allocation is in addition to the existing basic Teacher Quality compensation funds. A district should use its basic Teacher Quality compensation allocation to provide for the requirements for minimum salaries.

Question 13: Are there specific account coding numbers we will need to use for revenue and expenditures?

Answer: See the answer to question #6.

D. Reporting requirements. HF 816 adds new reporting requirements for local districts. We anticipate that the reporting will be accomplished in two separate time periods:

1. Fall 2005
 - a. Fall BEDS: Districts will provide information about the number of teacher contract days for the 2005-06 school year. Additional guidance will be provided in the fall BEDS instructions.

- b. Fall Web-based report: In a separate Web-based report, districts will be asked for the following information about professional development:
- (1) Evidence that the district will meet the requirement to add the equivalent of one additional teacher contract day in the 2005-06 school year for professional development meeting the following definition: “teacher career development that aligns with student learning and teacher development needs, including the integration of technology into curriculum development, in order to achieve attendance center and district-wide student achievement goals outlined in the district Comprehensive School Improvement Plan” (Iowa Code 284.4, subsection 1, paragraph c). Districts will be asked for information about the teacher contract days devoted to this definition of professional development in the “baseline year” as well as in 2004-05 and 2005-06. (Note: The following district/AEAs had a baseline year of 2001-02: Cardinal, Forest City, Glidden-Ralston, Jesup, Morning Sun, North Mahaska, Paton-Churdan, Winterset, AEA 6, AEA10, AEA16. All other districts/AEAs had a baseline year of 2000-01.)
 - (2) Professional development areas of emphasis the district plans to address with the equivalent of one additional professional development day during the 2005-06 school year (per your district and/or building career development plan). The district will select as many as are applicable for the district:
 - a) Reading/language arts
 - b) Math
 - c) Science
 - d) Other (there will be a text box to enable a description)
 - (3) Description of how the district budgeted the funds described in paragraph C.
2. Fall 2006: Information on the areas of emphasis the district actually addressed with the equivalent of one additional professional development day during the 2005-06 school year will be included in the district’s annual progress report (APR). The amounts expended for professional development and salaries will be reported in the certified annual report (CAR).

E. The following dollars were appropriated in HF 816:

- \$4.2 million for Mentoring and Induction
- \$2 million for National Board Certification
- Up to an additional \$10 million for the equivalent of one additional day of professional development (see paragraph B above)
- An additional \$6.625 million for professional development and/or teacher salaries (see paragraph C above)
- Approximately \$46.3 million for basic Teacher Quality compensation (the per district allocations will be available soon)

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